

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2016 MAR 25 AM 11:38 Document Control Center Grants Administration </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
La Joya Independent School District	108912		
Vendor ID #	ESC Region #	DUNS #	
746001550	1	024102451	
Mailing address	City	State	ZIP Code
200 West Expressway 83	La Joya	TX	78560-4001

Primary Contact

First name	M.I.	Last name	Title
María	B	Leal	Grant Development Coordinator
Telephone #	Email address		FAX #
956-323-2677	m.leal@lajoyaisd.net		956-323-2679

Secondary Contact

First name	M.I.	Last name	Title
Dr. Alda	T	Benavides	Superintendent of Schools
Telephone #	Email address		FAX #
956-323-2002	a.benavides@lajoyaisd.net		956-323-2010

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Alda	T	Benavides	Superintendent of Schools
Telephone #	Email address		FAX #
956-323-2002	a.benavides@lajoyaisd.net		956-323-2010

Signature (blue ink preferred) _____ Date signed _____


3/21/16

Only the legally responsible party may sign this application.

701-16-102-019

Schedule #1—General Information (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 108912

Amendment # (for amendments only):

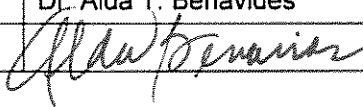
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	108912 Hidalgo-La Joya ISD	Dr. Alda T. Benavides 	956-323-2002 a.benavides@lajoyaisd.net	\$1,800,000
Member Districts				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Grand total:				1,800,000

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By TEA staff person:

Schedule #4—Request for AmendmentCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

La Joya Independent School District is located in the western portion of Hidalgo County which consists of more than 226 square miles stretching west of Mission to Sullivan City, including the smaller communities of La Joya, Palmview and Peñitas. Boundaries extend from the United States border formed by the Río Grande River to the 13 mile line near McCook. La Joya ISD is one of the fastest growing school districts in Texas with an estimated increase of 1,400 students per year up to 2014-2015. Hidalgo County has a 50% illiteracy rate and an average yearly income of \$9,899. According to the most recent Census report for this area, only 61% graduate from high school and only 16% of individuals hold a college degree.

La Joya ISD has 43 campuses, all of which meet the criteria for the Texas 21st Century Community Learning Centers Cycle 9 Grant serving a high percentage of students from low-income families.

For the 2016-2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1 grant, La Joya ISD will focus on opening centers at 10 of its most needy schools and service students as follows:

SCHOOLS	14-15 Campus Reading	14-15 State Reading	Currently Enrolled	% Eco Dis	% At Risk	% ELL	Hispanic	Target %	Number to Participate
Juarez HS	51%	77%	2411	99%	83.4%	30.3%	99.7%	19%	459
Richard MS	64%	77%	887	98.4%	75.9%	53%	99.8%	19%	169
Saenz MS	59%	77%	803	99.3%	76.5%	49.9%	99.5%	19%	153
Seguin Elem	63%	77%	820	98%	93.8%	85.3%	99.8%	19%	156
Tabasco Elem	63%	77%	783	89.5%	83%	60.3%	99.4%	19%	149
Zapata Elem	60%	77%	699	95.9%	91.7%	83.7%	99.2%	19%	133
Benavides Elem	64%	77%	463	95.2%	96.1%	85.7%	100%	25%	116
Sam Fordyce	70%	77%	521	93.1%	80.5%	59%	99.6%	23%	120
Salinas MS	59%	77%	928	99.6%	77.6%	53.6%	99.6%	19%	176
Trevino MS	58%	77%	892	97.9%	74.3%	47.6%	99.2%	19%	169
Total Students to be Serviced by Grant:									1800

The selected campuses where centers will be opened serve students that face many barriers, some of which include being economically disadvantaged, at risk, having language barrier issues and in many instances living in single parent homes. As seen in the data shown above obtained from the Texas Academic Performance Reports, in addition to students struggling with the aforementioned issues, these campuses also face academic performance challenges in their 2014-2015 Reading performance scores.

A recent study developed for La Joya ISD by Easter Seals "Transforming Early Childhood Community Systems" evaluated the vulnerability of certain developmental domains of Early Childhood age children zoned to the La Joya ISD. The study's results showed that 59% of early childhood children, are not on track on all domains and 36% of them scored on the vulnerable scale for one or more of the following domains: Physical Health/Well Being, Social Competency, Emotional Maturity, Language/Cognitive Development, Communication Skills/General Knowledge.

In order to address the issues faced by these children, and through the establishment of after school centers at each of the 10 targeted schools, it is the goal of La Joya ISD to increase student performance in the following critical factor areas:

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

1. **Improve academic Performance** by offering enrichment classes after school that will provide students and parents with highly engaging activities that are connected to state curriculum and address students' academic needs in order to increase student academic performance and academic success. Parent Technology Literacy classes will be offered to promote parent's active participation in student learning and provide parents with the technology skills needed to assist their child/children with their school assignments. Hosting the following initiatives will sustain continued family active engagement and continued student academic achievement:
 - Monthly Literacy Night - Book Bingo
 - Six Weeks Movie/Book Night
 - Parent / Guardian Read with my Child Visiting Day
 - Reading with Grandma/Grandpa Day
 - Parents Book Club Discussion Days
 - Storytelling Night
 - Cultural Day – Fiesta De Padres Day
2. **Improve School Attendance:** In order to improve student attendance, highly motivating afterschool activities offerings for students and parents will be available.
 - Robotics Camp: Student will design and create robots that perform simple tasks (move, roll, walk...etc.)
 - Science, Technology & Math (STEM) Camps and CODING Technology Camps: Students interested in the area of Math, Technology, Science and Engineering with focus on computers and gaming will attend youth coding and technology camps. Through these camps, the student's interest in STEM will be sparked and they will get an early head start in developing valuable skills that directly tie to academic projects.
 - Talent Shows
 - Painting & Drawing
3. **Improve Positive Behavior:** Through the integration of Parent Technology Literacy classes, Digital Citizenship will be emphasized, thus promoting positive student behavior. Additionally, by offering students enrichment classes after the regular school day such as martial arts, guitar playing, cooking and cake decorating, we will strive to improve ideal behaviors of conduct.
 - Parent Technology Literacy
 - Martial Arts
 - Guitar Playing
 - Cooking & Cake Decorating
4. **Increase Grade Promotion Rates:** Students will be given the opportunity to attend after school tutoring classes in addition to enrichment classes that are tied to curriculum standards. Providing students with fun-filled-activities listed above as well as:
 - Instructional Coaching for Success
 - Writing for Success Workshop
 - Poetry Night
5. **Increase Graduation Rates:** Through the improvement of academics and engagement of family involvement, La Joya ISD will strive to increase graduation rate of students. In 2013 La Joya ISD had a district graduation rate of 82.9%. In 2014, La Joya ISD's graduation rate increased to 83.2%. Through the implementation of the Texas 21st Century Community Learning Centers, Cycle 9 Year 1 grant, La Joya ISD seeks to increase its Graduation Rate at an incremental growth of 1% per year over the next 5 years, ending with a Graduation Rate of 86.2% by the 2020-2021 school year.

While all campuses will implement the above listed activities as a starting base to increase student achievement, activities will be modified at each campus to meet the age appropriate level of the campus (elementary, middle school or high school).

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On this date:

By TEA staff person:

Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,800,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$90,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 108-912			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1	1	\$72,000
5	Site coordinator (required)	10	10	\$540,000
6	Family engagement specialist (required)	1	1	\$44,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$656,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$328,500
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$206,040
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$534,540
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,190,540

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108-912		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 108-912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$200,460
Grand total:		\$200,460

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 108-912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose: Travel for Coordinators, Director & Family Engagement Strat	\$24,000
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$385,000
Grand total:		\$409,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 108-912			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	13	0%	Attendance rate	93.3%
Hispanic	29488	99.6%	Annual dropout rate (Gr 9-12)	.1%
White	80	.3%	Students taking the ACT and/or SAT	59.3%
Asian	1	0%	Average SAT score (number value, not a percentage)	1252
Economically disadvantaged	27988	94.6%	Average ACT score (number value, not a percentage)	17
Limited English proficient (LEP)	14944	50.5%	Students classified as "at risk" per Texas Education Code §29.081(d)	79.9%
Disciplinary placements	498	1.6%		

Comments

Click and type here to enter response.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	5	3%	No degree	145	7.3%
Hispanic	1875	94.4%	Bachelor's degree	1659	83.5%
White	73.6	3.7%	Master's degree	295.5	14.9%
Asian	25.2	1.3%	Doctorate	2	.1%
1-5 years exp.	540.4	27.2%	Avg. salary, 1-5 years exp.	\$47,090	N/A
6-10 years exp.	539.1	27.1%	Avg. salary, 6-10 years exp.	\$50,319	N/A
11-20 years exp.	495.6	25.0%	Avg. salary, 11-20 years exp.	\$54,320	N/A
Over 20 years exp.	265.7	13.4%	Avg. salary, over 20 years exp.	\$66,618	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1790	223 2	223 0	230 7	218 4	233 2	231 8	218 0	218 8	215 1	256 2	193 0	164 9	151 0	2960 0
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1790	223 2	223 0	230 7	218 4	233 2	231 8	218 0	218 8	215 1	256 2	193 0	164 9	151 0	2960 0

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families

The purpose of the Texas 21st Century Community Learning Centers program is to assist students in meeting state and local academic achievement standards in core subjects such as reading and math by providing students with opportunities for academic enrichment activities and appropriate supplemental activities during non-school hours. The 10 selected campuses where ACE centers are to be opened are composed of 1 high school, 4 middle schools and 5 elementary campuses. All of these campuses have four things in common...

- 1) They all serve students that are struggling academically in the area of reading (2015 Texas Academic Performance Report),
- 2) Over 95% of the campus population falls under economically disadvantaged (2015 Texas Academic Performance Report),
- 3) The campuses have a high percent of ELL population (2015 Texas Academic Performance Report), and
- 4) All 10 campuses serve a predominantly Hispanic population.

While opening 10 centers may be considered as a very ambitious project, careful consideration, thought and analysis of resources were given to this decision. Budget allocations were carefully assigned to cover the running of the centers without splurging into unnecessary expenditures. Every budgeted amount is being maximized and through the creation of partnerships sustainability is being gained for continuous implementation on subsequent years of the grant cycle.

Activities offered through the grant are intended to meet the needs of struggling students in order to increase academic performance as well as to meet the needs of working families. By providing center hours that fall outside of regular school hours, parents have more access to visit the centers. Additionally, the centers will offer parental engagement activities throughout the day in order to accommodate parents that can only attend during hours when their children are in school.

Through this project, La Joya ISD aims to improve academic Performance by offering enrichment classes after school that will provide students and parents with highly engaging activities that are connected to state curriculum and addresses students' academic needs in order to increase student academic performance and academic success. Parent Technology Literacy classes will be offered to promote parent active participation in student learning and provide parents with the technology skills needed to assist their child/children with their school assignments. Hosting of the following initiatives to sustain continued family active engagement and continued student academic achievement improvement will also be implemented:

- Monthly Literacy Night - Book Bingo
- Six Weeks Movie/Book Night
- Parent / Guardian Read with my Child Visiting Day
- Reading with Grandma/Grandpa Day
- Parents Book Club Discussion Days
- Storytelling Night
- Cultural Day – Fiesta De Padres Day

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve academic Performance	Academic performance will improve through the offering of enrichment classes after school that will provide students and parents with highly engaging activities that connect to state curriculum and addresses students' academic needs in order to increase student academic performance and academic success. Parent Technology Literacy classes will be offered to promote parent active participation in student learning and provide parents with the technology skills needed to assist their child/children with their school assignments. Hosting of the following initiatives to sustain continued family active engagement and continued student academic achievement improvement will also be implemented: Monthly Literacy Night - Book Bingo, Six Weeks Movie/Book Night, Parent / Guardian Read with my Child Visiting Day, Reading with Grandma/Grandpa Day, Parents Book Club Discussion Days, Storytelling Night, Cultural Day – Fiesta De Padres Day and Science, Technology & Math (STEM) Camps.
2.	Improve School Attendance:	School attendance will improve through the offering of highly motivating after school activities such as: <ul style="list-style-type: none"> • Science, Technology & Math (STEM) Camps such as CODING: technology classes "CODING" where student learn computer language and participate in Science, Technology and Math Camps thus improving student attendance. • Talent Shows • Painting & Drawing
3.	Improve Positive Behavior:	Through the integration of Parent Technology Literacy classes, Digital Citizenship will be emphasized, thus promoting positive student behavior. Additionally, by offering students enrichment classes after the regular school day such as martial arts, guitar, cooking and cake decorating, we strive to improve ideal behaviors of conduct.
4.	Increase Grade Promotion Rates:	Student grades and promotion rates will increase through the students' access to attend after school tutoring classes in addition to enrichment classes that directly ties to curriculum standards. Providing students with fun-filled-activities listed above as well as: <ul style="list-style-type: none"> • Instructional Coaching for Success • Writing for Success Workshop • Poetry Night
5.	Increase Graduation Rates:	Graduation rates will increase through the improvement of academics and engagement of family involvement. In 2013 La Joya ISD had a district graduation rate of 82.9%. In 2014, La Joya ISD's graduation rate increased to 83.2%. Through the implementation of the Texas 21 st Century Community Learning Centers, Cycle 9 Year 1 grant, La Joya ISD seeks to increase its Graduation Rate at an incremental growth of 1% per year over the next 5 years, ending with a Graduation Rate of 86.2% by the 2020-2021 school year.

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Schedule #14—Management PlanCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's in education or related field. Five years experience in an educational and/ or social work setting. Supervisory experience of small to medium teams, Experience in fiscal/budget management, data reporting, and management information systems, Strong communication, public relations and interpersonal skills. Strong organization and time management skills, Excellent written and verbal communication skills.
2.	Site Coordinator(s)	Bachelor's In education with teacher certification in core content area – English Certification. Experience working with high risk children and families, Experience in staff supervision, Knowledge of community resources. 21 st CCLC or After School Summer Program experience
3.	Family Engagement Specialist	Bachelors in education, or related field. Strong communication and interpersonal skills. Familiar with community and support agencies, work flexible hours to accommodate evening work, Experience working in educational, social service, or family support service setting, Experience with child dev. and effective parenting techniques. Experience working with families of culturally diverse backgrounds. Ability to communicate in native language(s) of program recipients
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Advertising of Centers to all stakeholders	08/01/2016	07/30/2017
		2. Instructional planning using state assessment data	08/01/2016	07/30/2017
		3. Schedule Parent Technology Literacy classes	08/01/2016	07/30/2017
		4. Organize Literacy Nights/Book Night/Cultural Day	08/01/2016	07/30/2017
		5. Organize Read w/Child Day/Book Club / Storytelling	08/01/2016	07/30/2017
7	Improve School Attendance	1. Offering STEM Camps – CODING	08/01/2016	07/30/2017
		2. Talent Shows Auditions & Event	08/01/2016	07/30/2017
		3. Fine Arts Enrichment Activities	08/01/2016	07/30/2017
		4. Cultural Day - Fiesta De Padres	08/01/2016	07/30/2017
		5. Analysis of student attendance by Director / Coord.	08/01/2017	07/30/2017
3.	Improve Positive Behavior	1. Parent Technology Literacy Classes w/ Child	08/01/2016	07/30/2017
		2. Martial Arts Instruction - Health Activity Classes	08/01/2016	07/30/2017
		3. Guitar Classes – Fine Arts Enrichment	08/01/2016	07/30/2017
		4. Cooking & Cake Decorating	08/01/2016	07/30/2017
		5. Analysis of Discipline Data by Director / Coordinator	08/01/2016	07/30/2017
4.	Increase Grade Promotion Rates	1. Instructional Coaching for Success Time	08/01/2016	07/30/2017
		2. Writing for Success Workshops	08/01/2016	07/30/2017
		3. Poetry Nights	08/01/2016	07/30/2017
		4. Analysis of student grades performance by Coord.	08/01/2016	07/30/2017
		5. Analysis of student grades performance by Director	08/01/2016	07/30/2017
5.	Increase Graduation Rates	1. Work in Texas Orientations for parents & 12 th grade	08/01/2016	07/30/2017
		2. Job Search Activities for parents and 12 th graders	08/01/2016	07/30/2017
		3. Job Readiness Trainings for parents and students	08/01/2016	07/30/2017
		4. Training of Parent Educators at each Center	08/01/2016	07/30/2017
		5. Analysis of grad rates data by Director/Coordinator	08/01/2016	07/30/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current process used by La Joya ISD for monitoring the attainment of goals and objectives relies heavily on the analysis and disaggregation of data. This includes, but is not limited to, teachers participating in the following activities:

- Departmental meetings,
- Instructional target discussions,
- Development of engaging high cognitive lessons during teacher common planning period,
- Reviewing & analyzing 6 weeks assessments & district benchmark data,
- Reviewing & analyzing STAAR and TELPAS scores to improve instruction by addressing student individual needs as demonstrated in their assessment results.
- Progress- monitoring of student special populations, and
- Administration and analyzing of student formative assessments to determine student academic growth

Through the analysis of data, goals and objectives are constantly monitored and plans are adjusted to meet each student's individual academic needs. An example of this is changing tutoring hours for a particular group of students after reviewing their assessment scores. Changes to the plan are communicated to the administrative staff through meetings, emails, announcements and in some instances through the ParentLink communication system where they receive a phone call relaying information via phone and/or text message.

Through the implementation of the Texas 21st Century Community Learning Centers Cycle 9 Year 1 Grant and a structured feedback process, it is the goal of La Joya ISD to increase student performance, attendance, behavior grades, and graduation rates.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The main goal of the program is to provide a structured, high quality extended after school program, through the implementation of ACE Learning Centers outside of the regular school day to a strategically chosen group of students in academic need. La Joya ISD will maximize the effectiveness of grant funds and build sustainability over time by providing teachers with skills that they will be able to use year after year such as data analysis professional development, cooperative learning activities lesson planning training, Building the CODE Technology Training (TOT) at each participating campus. By providing teachers with the ability to have TOT(Trainer of Trainers) at each campus, La Joya ISD aims to sustain and not supplant any programs currently in place. Partnership agreements will be created to ensure continuation of improvement efforts to continue even after the lifetime of the grant with the following:

- Instructional Technology Partnership – La Joya ISD Instructional Technology Department
- Local Workforce Development Partnership – A branch of Texas Workforce Commission
- Region Once Education Service Center Partnership
- La Joya ISD Wellness Center Partnership

La Joya ISD is fully committed to implement the Texas 21st CCLC program in order to improve academic performance, improve school attendance, Promote Good Behavior, Increase Grade Promotion Rates and Increase Graduation Rates.

Working collaboratively with the Office of Staff Development, The Curriculum & Instruction Department and the Office of Instructional Technology, La Joya ISD will sustain grant professional development support efforts after the lifetime of the Texas 21st CCLC program has ran its course. These departments will collaborate with the 10 selected campuses to ensure their teachers receive the necessary professional development training to continue high quality instruction is implemented at each campus/center which will result in increased student performance, improved attendance, behavior, grades and graduation rates.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Summative Assessments	1.	Pre-Assessments
		2.	Post-Assessments
		3.	Benchmarks
2.	Formative Assessments	1.	Program Rating Evaluations
		2.	Reflection Meetings
		3.	Family Reflection Feedback
3.	Quantitative	1.	Interviews
		2.	Open-Ended Questionnaires
		3.	Surveys
4.	Quantitative	1.	Parent Surveys
		2.	School Personnel Surveys
		3.	Community Members Surveys
5.	Qualitative	1.	Individual interviews and focus group interviews with parents, teachers, and program participants
		2.	sign-in's, agendas and rosters
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the implementation of the 2016-2017 Texas 21st CCLCC Grant, La Joya ISD will serve 1,800 students at 10 strategically located centers. Each center will be located at a campus that serves 40% or more economically disadvantaged students. Campuses where centers will be opened are: 1 High School, 4 Middle Schools and 5 Elementary Schools. Findings from data collection will be made available to the public in accordance with district policies and procedures, ensuring that FERPA rights are maintained at all times. This includes but is not limited to: Postings in District Website, Publishing of Article in the Monthly Noticiero, Broadcasting in the District TV Channel – Channel 17. Summative, Formative, Qualitative and Quantitative data will be collected.

Methods of evaluation that La Joya ISD will employ to refine, improve and strengthen the project will be thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project. In order to effectively monitor program services and identify areas needing expansion and/or modification, qualitative and quantitative information will be gathered, analyzed, and reported to project administrators and TEA. TCCLC Coordinators will collect, analyze, and report data on the following items for ongoing decision making/improvements:

- Degree to which program implementation objectives are being met (checklists of objectives met will be created).
- Extent to which participating campuses made their libraries, computer labs and other resources available to the communities involved.
- Extent to which program teachers provided the stated instruction and tutoring to program participants.
- Extent to which one weekend and summer programs were made available to program participants.
- Extent to which community members participate in Literacy, ESL Classes.
- Extent to which community members participate in Technology Literacy Classes.

Ongoing evaluation of the after school program will be rigorous in its effort to determine the worth of the program and to guide program implementation and management. Each community learning center will analyze important data for decision making throughout the life of the project: from assessing district and community needs prior to designing a project, to making connections between project activities and outcomes, as well as making changes in the program design. Each center will comply with all TEA requirements and will submit evaluation reports in the format requested in a timely manner to be TEA-compliant.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The purpose of the 21st CCLC program is to assist students in meeting state and local academic achievement standards in core subjects such as reading and mathematics by providing the students with opportunities for academic enrichment activities and appropriate supplemental activities during non-school hours.

Through the opening of 10 community learning centers at our most critically in need schools, La Joya ISD aims to provide students with the opportunity to achieve academic success.

The following activities are intended to provide academic enrichment geared towards student success and family engagement:

- Monday – Friday: Instructional Coaching for Success – Alternating Days
- Monday – Friday: Fine Arts Enrichment Activities – Alternating Activities... Guitar, Painting, Dancing... etc.
- Monday – Friday: Fitness and Healthy Habits (nutrition programming) Alternating Activities... Zumba, Sports... etc.
- Monday – Friday: Technology Literacy – Learn Technology with your Child **Assigned weeks(s)**
- Monday – Friday: STEM – The Hour of Code Technology Learning **Assigned week(s)**
- Monday – Friday: Parenting Seminar Classes **Assigned dates with collaboration of Parental Involvement & Social Workers**

These activities do not supplant current activities being offered at the campuses but are intended to be supplemental in nature. Students will be provided with after school transportation every day centers are in operation (Monday to Friday). Budget allocation was strategically reviewed to ensure transportation was scheduled for every center the 35 weeks of operation.

Key to the success of the program is the partnership that will be formed with the districts high schools and early college high schools organizations Student Council, and National Honor Society, which will help mentor and tutor the students in the program. These students will earn community hours and will receive a certificate indicating the hours completed at the end of the 35 weeks of operations. Mentoring students will be selected from 12th graders that have early release and provide their own transportation to the centers.

In addition to the above mentioned activities, the following activities will also be implemented throughout the 35 weeks of operation of the center for students and/or parents: (P/S = Parents & Students, P=Parents, S=Students)

- | | |
|--|--|
| Monthly Literacy Night - Book Bingo (P/S) | Six Weeks Movie/Book Night (P/S) |
| Parent / Guardian Read with my Child Visiting Day(P/S) | Reading with Grandma/Grandpa Day (P/S) |
| Parents Book Club Discussion Days(P) | Storytelling Night (P/S) |
| Cultural Day – Fiesta De Padres Day (P/S) | Work in Texas Orientation(P) |
| Job Search Activities (P) | Workforce Development Issues(P) |
| Job Readiness for todays Job Market (P/S) | Other Job Readiness Trainings as needed(P) |
| Labor Market Information (P) | |

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure that information is disseminated and students and parents will be informed about the community learning centers operations hours, locations services, and activities being held, La Joya ISD will advertise the information in the following mode:

- Channel 17 – La Joya ISD TV Channel that broadcasts free of charge to all communities within the county.
- El Noticiero – Monthly print publication by La Joya ISD that is distributed to close to 30,000 students as well as placed in local businesses and available on district's website.
- ParentLink – Campuses at La Joya ISD have access to The ParentLink phone system that delivers phone messages via phone and text to parents.
- Social Media:
 - Facebook <https://www.facebook.com/lajoyaisd>
 - Tweeter <https://twitter.com/lajoyaisd>
 - Channel 17 Live Feed: <http://www.lajoyaisd.com/feed/>
 - YouTube: <https://www.youtube.com/user/LaJoyaISDKLJSTV17>

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure that activities are appropriate and conducive to improve campus and student academic achievement, strategic planning and selection of personnel/teachers will be conducted by the campus coordinator.

The Learning Centers will be expected to promote student academic achievement by implementing a comprehensive, collaborative, and coordinated approach that supplements and expands academic activities in the areas of literacy, technology, math, science and most important, family engagement.

By utilizing this approach, we will not only involve students but will address the family engagement component as well. Teachers planning and providing activities for students will have access to the student assessment data by working collaboratively with campus testing coordinator to ensure they target student academic areas of need.

Using assessment results and analyzing data will allow each Learning Center to evaluate and revise services to students and strategies to help students meet local, state, and federal academic achievement standards. Milestones will be established for academic achievement, attendance, behavior, promotion rates, and graduation rates. These Milestones will be continuously monitored by the Campus Coordinator to ensure student goals are met. Additionally program performance will be evaluated by the Program Internal/External evaluator.

All academic and enrichment activities will be strategically aligned with state standards to ensure student academic success.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya ISD's already established resources and support services make it possible for all awarded campuses to fully and effectively implement the required activities.

Awarded campuses will be able to carry out all required activities for the duration of the grant with careful monitoring and implementation by the campus project coordinator.

La Joya ISD fully understands that awarded campuses will need its unconditional support to be successful for the life of the grant. The capacity in place will provide resources and support services by ensuring awarded campuses have access to key personnel that can provide assistance to grant implementation in the area of curriculum and instruction , which include:

- Advanced Academic Services,
- Bilingual/ESL,
- Career and Technical Education(CTE),
- Content Area (Math, Reading, Science, and Social Studies) Departments,
- Curriculum and Evaluation,
- Early Childhood, Elementary Education,
- Fine Arts, Athletic
- Physical Education/Health,
- Section 504/GEH and Dyslexia, Special Education and
- Staff Development.

Additionally, to ensure the most effective use of public resources is in place, specialists in the area of administration and finance will also be available to guide during grant implementation period:

- Accounting, Accounts Payable, Budget & Finance,
- Child Nutrition Services,
- Employee Assistance Benefits, Payroll,
- Facilities, Physical Plant Operations,
- Purchasing and Warehouse Operations, Risk Management, School Support Services, and
- Transportation.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. Activities that will be implemented with this program are based on objectives set to increase high quality academic enrichment opportunities. These activities are designed to specifically target the following objectives:

Objectives	Activities to increase high quality academic enrichment activities	
1. Improve Academic Performance	→Monthly Literacy Night - Book Bingo →Parent/Guardian Read w/Child Visiting Day →Parents Book Club Discussion Days →Cultural Day – Fiesta De Padres Day	→Six Weeks Movie/Book Night →Reading with Grandma/Grandpa Day →Storytelling Night
2. Improve School Attendance	→Robotics Camp →Talent Shows	→Science, Technology & Math (STEM) Camps →Painting & Drawing
3. Improve Positive Behavior	→Parent Technology Literacy →Guitar Playing	→Martial Arts →Cooking & Cake Decorating
4. Increase Grade Promotion Rates	→Instructional Coaching for Success →Poetry Night	→Writing for Success Workshop
5. Increase Graduation Rates	Through the improvement of academics and engagement of family involvement, La Joya ISD will strive to increase graduation rate of students. In 2013 La Joya ISD had a district graduation rate of 82.9%. In 2014, La Joya ISD's graduation rate increased to 83.2%. Through the implementation of the Texas 21 st Century Community Learning Centers, Cycle 9 Year 1 grant, La Joya ISD seeks to increase its Graduation Rate at an incremental growth of 1% per year over the next 5 years, ending with a Graduation Rate of 86.2% by the 2020-2021 school year.	

The proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities. Specifically, activities will be tied to state standards measures to ensure that as students participate in fun after school enrichment activities, they are increasing academics as well.

2. Research based, high yield strategies will be implemented while delivering instruction/activities to students at the ACE centers. The program's main purpose is to assist students in meeting state and local academic achievement standards in core subjects such as reading and math by providing them with opportunities for academic enrichment activities. *"ACE's theory of action is that students in need, spending additional time (min. of 30 days. Note however, the statewide evaluation finds that students who participate for 60 and 90 days have an increased chance of grade promotion) in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students"* The activities designed and implemented by La Joya ISD in this plan are in accordance with the ACE's standards and program requirements. (Naftzger, N., Manzeske, D., Nistler, M., Swanlund, A., Rapaport, A., Shields, J., . . . Sugar, S. (2012). *Texas 21st Century Community Learning Centers: Final evaluation report*. Naperville, IL: American Institutes for Research. - See more at: <http://www.expandinglearning.org/expandingminds/article/texas-afterschool-centers-education-ace-achieving-positive-results-and#sthash.buMttDUn.dpuf>)
3. In order to ensure that the implementation of the Texas 21st CCLCC program is successful in producing the desired results of increased student academic achievement, it will be continuously monitored through analysis of student's state assessments, district 6 weeks test data, attendance, rates, and discipline records every 6 weeks. The data will be reviewed and analyzed at the end of every grading period (6 weeks) to compare to previously collected data and assess if student(s) are demonstrating progress through their participation and attendance to the program's activities. This information will be analyzed by the Campus Coordinator and provided to the Program Director who will in turn review and analyze with Program Evaluator to determine if program changes need to be implemented to increase the efficacy of the project.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

In order to ensure La Joya ISD meet statutory requirement 6 (partnerships between local education agencies, community based organizations and other public or private entities), la Joya ISD will form partnerships with the following entities, departments in order to provide students with activities that will lead to fulfilling the purpose of the 21st century community learning centers grant program: assist students in meeting state and local academic achievement standards in core subjects such as reading and math by providing students with opportunities for academic enrichment activities and appropriate supplemental activities during non-school hours:

- **Instructional Technology Partnership:** Through a partnership between La Joya ISD Instructional Technology Department and the Texas 21st Century Community Learning Centers teachers selected to provide students with after school activities will receive hands on training on STEM Camps (Robotics, Coding and Engineering). Teachers will conduct instructional academies with the students that will focus on 21st century technology skills and computer science technology. It is very important to highlight that through this partnership the grant will gain sustainability by the fact that teachers at each of the campuses will have the knowledge to continue implementation of these types of activities even after the lifetime of the grant cycle. Additionally, teachers will train students on Digital Citizenship, Digital Mobile Tools and Life in the Digital World which highlights collaboration, digital literacy, critical thinking and problem solving strategies.
- **Local Workforce Development Partnership:** In order to ensure the statutory requirements are met, a partnership will be created with the Local Workforce Development Board. Through the Local Workforce Development Board partnership, informational meetings/workshops will be held for parents to provide information on:
 - Work in Texas Orientation
 - Job Search Activities
 - Workforce Development Issues
 - Job Readiness for today's Job Market
 - Other Job Readiness Trainings as needed
 - Labor Market Information

Through this partnership, Workforce Solutions commits to train parent educators in accessing Work In Texas Jobs Database in order to teach them how to educate parents the basics of job search skills such as creating a resume, searching for a job, applying for a job online...etc. This partnership, just like the partnership with Instructional Technology Dept., will create sustainability that will continue after the lifetime of the grant cycle.

- **Region One Partnership:** Through a partnership with Region One Education Service Center, parents will be provided with the opportunity to take English as a Second Language (ESL) and/or General Education Development (GED) High School Equivalency classes. Increasing parent literacy will directly affect student academic achievement.
 - English as a Second Language & GED Classes through Region One Education Service Center
- **La Joya ISD Wellness Center Letter of Support:** In order to increase parental engagement component, the health component will be promoted with parents through our partnership with the La Joya ISD Wellness Center. The La Joya ISD Wellness Center will offer Wellness Program Events such as: Kick off Walk October for Cancer Awareness Month, Wellness Health Fair, and Monthly Wellness Presentations. Access to the Community Wellness Center will be available which includes exercise equipment, and Zumba classes (as scheduled).

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on our needs assessment from schedule 13, improvement is needed in the following areas:

- 1) Improve Student Academic Performance
- 2) Improve School Attendance
- 3) Improve and promote Positive Behavior
- 4) Improve Grade Promotion Rates
- 5) Improve Graduation Rates

Resources for each community learning center are as follows:

Centers	Particip.	Requested \$\$	Fixed Cost	Grant Level Cost	Transport	Technology TOT	Supplies for Activities
Juarez Lincoln	365	\$ 365,000	\$ 80,000	\$ 93,000	\$ 70,000	\$ 574	\$ 61,209
Ann Richard MS	167	\$ 167,000	\$ 80,000	\$ 15,000	\$ 35,000	\$ 574	\$ 6,318
Dr. Saenz MS	160	\$ 160,000	\$ 80,000	\$ 8,000	\$ 35,000	\$ 574	\$ 6,318
Juan Seguin Elem	156	\$ 156,000	\$ 80,000	\$ 6,000	\$ 35,000	\$ 574	\$ 4,318
Tabasco Elem	150	\$ 150,000	\$ 80,000	\$ -	\$ 35,000	\$ 574	\$ 4,318
Zapata Elem	160	\$ 160,000	\$ 80,000	\$ 10,000	\$ 35,000	\$ 574	\$ 4,318
Benavides Elem	150	\$ 150,000	\$ 80,000	\$ -	\$ 35,000	\$ 574	\$ 4,318
Sam Fordyce Elem	150	\$ 150,000	\$ 80,000	\$ -	\$ 35,000	\$ 574	\$ 4,318
JD Salinas MS	173	\$ 173,000	\$ 80,000	\$ 21,000	\$ 35,000	\$ 574	\$ 6,318
D. Trevino MS	169	\$ 169,000	\$ 80,000	\$ 17,000	\$ 35,000	\$ 574	\$ 6,318
	1800	\$ 1,800,000	\$ 800,000	\$ 170,000	\$ 385,000	\$ 5,735	\$ 108,069

Center activities are strategically designed to address the needs identified. By providing Instructional Coaching time, students' academic achievement needs will be addressed. Enrichment activities will work to provide students with an outlet where they can form positive relationships with other students, instructional coaches and experience success while having fun at the same time. When students have positive experiences at school, they stay in school. Providing positive experience opportunities for students will lead to increased positive behavior and increased school attendance. Having students in school, increasing academic performance, improving student behavior will in turn lead to grade promotion and graduation. Through the partnerships with Instructional Technology Department, students will participate in activities that are relevant and interesting to their age group. Learning about technology, robotics and computer science will prepare students for life after graduation. Additionally, having parents involved and attending activities provided through the partnership by the Local Workforce Development Board will lead to increased positive family relationships. Parents will acquire job seeking skills while students increase academic achievement.

As seen on table above, funding requested for the program is being maximized. Centers are scheduled to be open 35 weeks, 12 ½ hours per week. Transportation is in place at each center to ensure students staying for activities arrive home safely. Centers will be located at campuses where students have the highest academic need.

Students' academic needs will be addressed through careful planning and implementation of afterschool enrichment activities. Each of the proposed centers will be monitored by the Campus Coordinator and Project Director. Through the analysis of data and internal evaluations conducted by the Office of Curriculum & Evaluation, La Joya ISD will ensure the successful running of the afterschool centers of education.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will be provided with after school transportation every day centers are in operation (Monday to Friday). Budget allocation was strategically reviewed to ensure transportation was scheduled for every center the 35 weeks of operation.

Key to the success of the program are the partnerships that will be formed with the district's high schools and early college high schools' organizations such as Student Council, and National Honor Society, which will help mentor and tutor the students in the program. These students will earn community hours and will receive a certificate indicating the hours completed at the end of the 35 weeks of operations. Mentoring students will be selected from 12th graders that have early release and provide their own transportation to the centers.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya ISD intends to utilize volunteers in the form of mentor students from Student Council, and National Honor Society which will help mentor and tutor students in the program. These students will earn community hours and receive a certificate indicating the hours completed at the end of the 35 weeks of operations. Mentoring students will be selected from 12th graders that have early release and provide their own transportation to the centers.

Volunteers will be selected by the Project Director to ensure they are compatible to work with the student population being served. Utilizing volunteer mentors will assist in building a self-sustainable program that will continue even after the lifetime of the grant cycle. The Campus Coordinators will give volunteers a tutoring overview and an orientation of all campus resources that are available to the students and community. In addition, volunteer workers and staff will be provided an ACE parent handbook, and a background check.

Struggling students stay in school to meet academic requirements despite tough circumstances. Resiliency researchers seek to understand what makes the difference for these students. Their findings point to the wisdom of drop-out prevention strategies that make students feel known as individuals, engaging them in school and helping them build confidence, stay healthy, and cope with difficult times in school and in their lives. Drawing on studies linking student outcomes with the relational trust within school communities (Bryk & Schneider, 2002); resiliency researchers stress the importance of supportive adult-student relationships. The presence of at least one supportive, caring adult[mentor] can make a huge difference for an at-risk student. (Hupfeld, 2007).

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County-district number or vendor ID: 108-912	Amendment # (for amendments only):
<p>Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p><input checked="" type="checkbox"/> Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.</p>	
<p>In order to continue operation of the community learning centers after funding of grant cycle, the following strategies will be implemented at each campus by the corresponding administrative team (Principal/Supervisors):</p> <ul style="list-style-type: none"> Continue partnerships relationships with the following entities: <ul style="list-style-type: none"> Instructional Technology Partnership: Through a partnership between La Joya ISD Instructional Technology Department and the Texas 21st Century Community Learning Centers teachers selected to provide students with after school activities will receive hands on training on STEM Camps (Robotics, Coding and Engineering). These teachers will conduct instructional academies with the students that will focus on 21st century technology skills and computer science technology. It is very important to highlight that through this partnership the grant will gain sustainability by the fact that teachers at each of the campuses will have the knowledge to continue implementation of these types of activities even after the lifetime of the grant cycle. Additionally, teachers will train students on Digital Citizenship, Digital Mobile Tools and Life in the Digital World which highlights collaboration, digital literacy, critical thinking and problem solving strategies. Local Workforce Development Partnership: In order to ensure the statutory requirements are met, a partnership will be created with the Local Workforce Development Board. Through the Local Workforce Development Board partnership, informational meetings/workshops will be held for parents to provide information on: <ul style="list-style-type: none"> → Work in Texas Orientation → Job Search Activities → Workforce Development Issues → Job Readiness for today's Job Market → Other Job Readiness Trainings as needed → Labor Market Information Through this partnership, Workforce Solutions commits to train parent educators in accessing Work In Texas Jobs Database in order to teach them how to educate parents on the basics of job search skills such as creating a resume, searching for a job, applying for a job online... etc. This partnership, just like the partnership with Instructional Technology, will create sustainability that will continue after the lifetime of the grant cycle. Region One Partnership: Through a partnership with Region One Education Service Center, parents will be provided with the opportunity to take ESL classes. Increasing parent literacy will directly impact student academic achievement. English as a Second Language classes & General Education Development High School Equivalency classes through Region One Service Center. La Joya ISD Wellness Center Letter of Support: In order to increase parental engagement component, the health component will be promoted with parents through our partnership with the La Joya ISD Wellness Center. The La Joya ISD Wellness Center will offer Wellness Program Events such as : Kick off Walk October for Cancer Awareness Month, Wellness Health Fair, and Monthly Wellness Presentations. Access for the community to Wellness Center will be available which includes access to exercise equipment, and to Zumba classes (as scheduled). <p>Utilize Trainer of Trainers(TOT) model to build capacity in regards to instructors teaching robotics, technology integration classes and parent educators to continue with Local Workforce Development parent job searching skills. Timeline of implementation will be based on campus funding for center operations that can be run by the regular after-school lead teacher concurrently with after school activities.</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Community Advisory Council: In order to ensure continuous feedback and community involvement is present, a community advisory council will be formed to increase program awareness, evaluate program effectiveness and develop annual program sustainability plans. The community advisory council will be composed of the following members:

- | | |
|---|--|
| → Executive Director of Curriculum & Evaluation | → Technology Department Director |
| → Public Relations Director | → Parental Involvement Coordinator |
| → Executive Director of Secondary Education | → Executive Director of Elementary Education |
| → Project Director | → Campus Coordinators |
| → Family Engagement Specialist | |

At the beginning of the school year, Project Director, Campus Site Coordinators & assisting staff, will meet to review and analyze student data. After analyzing student data, students to participate in the program will be selected. Students must meet the needs criteria to be selected for participation in the program.

Project Director, Campus Coordinators and assigned staff will then meet with assigned teachers at each school to explain the program and schedule meetings with parents of selected students to engage their support to provide students with services through the ACE program. With the assistance of campus counselor(s), parents will be informed of the academic needs of their students individually (to ensure FERPA) and the benefits of their child attending the after school ACE program. Campus Coordinator will send a letter in English and Spanish to the parents of selected students explaining the projects goals, objectives and benefits, emphasizing the need of support and commitment of the parents behalf to ensure student academic success.

Campus Coordinators will explain to parents and community the program's objectives and emphasize the necessary parent commitment and potential benefits associated with participating in the program activities and will distribute an easy-to-read flyer communicating the same information. In addition to the letter & promotion of the ACE Grant initiatives,

Program Awareness: La Joya ISD will advertise the program to the community via the following modes:

- Channel 17 – La Joya ISD TV Channel that broadcasts free of charge to all communities within the county.
- El Noticiero – Monthly print publication by La Joya ISD that is distributed to close to 30,000 students as well as placed in local businesses and available on district's website.
- ParentLink – Campuses at La Joya ISD have access to The ParentLink phone system that delivers phone messages via phone and text to parents.
- Social Media:
 - Facebook <https://www.facebook.com/lajoyaisd>
 - Tweeter <https://twitter.com/lajoyaisd>
 - Channel 17 Live Feed: <http://www.lajoyaisd.com/feed/>
 - YouTube: <https://www.youtube.com/user/LaJoyaISDKLJSTV17>

Program Effectiveness: Program effectiveness will be constantly and continuously evaluated by Project Evaluator with the assistance of Campus Coordinators and Project Director to ensure the effectiveness of the program and the efficacy of activities being implemented. Student data will be analyzed to track student academic success, attendance, grade promotion, behavior and graduation status.

Sustainability Plan: Annual program evaluation will be performed by Project Evaluator with the assistance of Project Director and a sustainability strategy plan will be created to ensure continuity of the project after grant cycle completion. Some of the strategies that will be implemented as part of the sustainability plan are:

- Continue partnerships relationships with the following entities:
 - Instructional Technology Partnership
 - Local Workforce Development Partnership
 - Region One Partnership
 - La Joya ISD Wellness Center Partnership

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **108-912**

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management: Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure the various components of the 21st Century Community Learning Centers grant program are managed following all program requirements and provide high quality activities for all participants the following strategies will be in place:

Planning: Project Director, Family Engagement Specialist and Campus Coordinators will strategically plan center activities to meet the needs of the members to be serviced. Student state assessment data will be analyzed to select the students that will benefit most from program participation and ensure they meet the criteria to participate. After selection of participating students, planning will be conducted with selected staff to ensure activities to be implemented target the student's academic areas of need.

Communication: A strategic plan of communication will be in place at all times. Communication is a key component of this program. Ensuring that students, parents and the community know about the ACE centers is crucial.

In order to ensure the project's mission and goals are communicated to all stakeholders, the following strategies will be implemented: Campus Coordinators will explain to parents and community the program's objectives and emphasize the necessary parent commitment and potential benefits associated with participating in the program activities. They will distribute an easy-to-read flyer communicating the same information. In addition to the flyer & promotion of the ACE Grant initiatives, La Joya ISD will advertise the program to the community via the following modes:

- Channel 17 – La Joya ISD TV Channel that broadcasts free of charge to all communities within the county.
- El Noticiero – Monthly print publication by La Joya ISD that is distributed to close to 30,000 students as well as placed in local businesses and available on district's website.
- ParentLink – Campuses at La Joya ISD have access to The ParentLink phone system that delivers phone messages via phone and text to parents.
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 - Facebook <https://www.facebook.com/lajoyaisd>
 - Tweeter <https://twitter.com/lajoyaisd>
 - Channel 17 Live Feed: <http://www.lajoyaisd.com/feed/>
 - YouTube: <https://www.youtube.com/user/LaJoyaISDKLJSTV17>

Professional Development and Sustainability: In order to ensure the success of the program, professional development must occur. This key component will be addressed through the collaborative work of two of our partnerships. Through the commitment of the **Instructional Technology Partnership**, La Joya ISD Instructional Technology Department and the Texas 21st Century Community Learning Centers Campus Coordinators will collaborate to organize that the teachers selected to provide students with after school activities receive hands on training on STEM Camps (Robotics, Coding and Engineering). These teachers will conduct instructional academies with the students that will focus on 21st century technology skills and computer science technology.

A key component of this partnership is the sustainability component it brings to the program. The grant will gain sustainability by the fact that teachers at each of the campuses will have the knowledge to continue implementation of these types of STEM activities even after the lifetime of the grant cycle. Additionally, teachers will train students on Digital Citizenship, Digital Mobile Tools and Life in the Digital World, which highlights collaboration, digital literacy, critical thinking and problem solving strategies. **Local Workforce Development Board Partnership:** Through is partnership, Workforce Solutions commits to train parent educators at each participating center in accessing Work In Texas Jobs Database in order to teach them how to educate parents on the basics of job search skills such as creating a resume, searching for a job, applying for a job online...etc. This partnership, just like the partnership with Instructional Technology, will create sustainability that will continue after the lifetime of the grant cycle.

Evaluation: In order to ensure the plan goals and objectives are being met; data analysis of student performance will be conducted by Campus Coordinators and Project Director to review student progress. They will utilize the data to properly plan for lesson/activities implementation and offerings to properly address the academic needs of students being serviced. Additionally scheduled meetings with the project evaluator will be organized to ensure the centers are running to its fullest capacity and potential as required by Texas Education Agency and program guidelines and requirements.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: **1** Center Name: **Juarez Lincoln High School**

9 digit campus ID#	108-912-004	Distance to Fiscal Agent (Miles)	11.9 miles
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Grade Levels to be served (PK-12)	9-12
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:		365
Number of Adults (parent/ legal guardians only) to be served:		75

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Juan De Dios Salinas Middle School	Domingo Trevino Middle School	Ann W. Richards Middle School	
9 digit Campus ID #	108-912-048	108-912-049	108-912-045	
District Name (if different)				
Distance to Center	4.9 miles	6.3 miles	6.8 miles	

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: **2** Center Name: **Ann W. Richards Middle School**

9 digit campus ID#	108-912-045	Distance to Fiscal Agent (Miles)	5.8 miles
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Grade Levels to be served (PK-12)	6-8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:		167
Number of Adults (parent/ legal guardians only) to be served:		50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	E.R. Chapa Elementary	Narciso Cavazos Elementary	Henry B Gonzalez Elementary	Dr. Palmira Mendiola Elementary
9 digit Campus ID #	108-912-109	108-912-112	108-912-115	108-912-127
District Name (if different)				
Distance to Center	3.6 miles	3 miles	1.5 miles	3.6 miles

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-912

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 Center Name: Dr. Javier Saenz Middle School

9 digit campus ID#	108-912-043	Distance to Fiscal Agent (Miles)	8.8 miles
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Grade Levels to be served (PK-12)	6-8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	160
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	William J. Clinton Elementary	Corina Pena Elementary		
9 digit Campus ID #	108-912-123	108-912-124		
District Name (if different)				
Distance to Center	.4 miles	5.8 miles		

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4 Center Name: Juan Seguin Elementary

9 digit campus ID#	108-912-120	Distance to Fiscal Agent (Miles)	12.5 miles
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Grade Levels to be served (PK-12)	PK-5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	156
Number of Adults (parent/ legal guardians only) to be served:	50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-912

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5

Center Name: Tabasco Elementary

9 digit campus ID#

108-912-113

Distance to Fiscal Agent (Miles)

1 mile

Grade Levels to be served (PK-12)

PK-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

150

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6

Center Name: Emiliano Zapata Elementary

9 digit campus ID#

108-912-118

Distance to Fiscal Agent (Miles)

15.9 miles

Grade Levels to be served (PK-12)

PK-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

150

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-912

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7 Center Name: Rosendo Benavides Elementary

9 digit campus ID#	108-912-105	Distance to Fiscal Agent (Miles)	8.6 miles
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Grade Levels to be served (PK-12)	PK-5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:	150	
Number of Adults (parent/ legal guardians only) to be served:	50	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8 Center Name: Sam Fordyce Elementary

9 digit campus ID#	108-912-117	Distance to Fiscal Agent (Miles)	6.3 miles
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Grade Levels to be served (PK-12)	PK-5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

		Total
Number of Regular Students (attending 45 days or more per year) to be served:	150	
Number of Adults (parent/ legal guardians only) to be served:	50	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-912

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9**Center Name: Juan De Dios Salinas Middle School****9 digit campus ID#**

108-912-048

Distance to Fiscal Agent (Miles)

10.2 miles

Grade Levels to be served (PK-12)

6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

173

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Patricio Perez Elementary	Juan N. Seguin Elementary		
9 digit Campus ID #	108-912-114	108-912-120		
District Name (if different)				
Distance to Center	2.4 miles	4.7 miles		

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10**Center Name: Domingo Trevino Middle School****9 digit campus ID#**

108-912-049

Distance to Fiscal Agent (Miles)

11.7 miles one way

Grade Levels to be served (PK-12)

6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

169

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Evangelina Garza Elementary	Diaz Villarreal Elementary	Emiliano Zapata Elementary	Dr. Americo Paredes Elementary
9 digit Campus ID #	108-912-126	108-912-111	108-912-118	108-912-112
District Name (if different)				
Distance to Center	5.2 miles	1.8 miles	3.9 miles	2.9 miles

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-912

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination with Schoolwide programs under ESEA Section 114 and state compensatory education programs under Texas Education Code, §29.081: In order to ensure the program is aligned to work in collaboration with schoolwide programs that fall under ESEA, the following services will also be provided to students being serviced by the Texas 21st Century Community Learning Centers, Cycle 9 program:

Migrant: Students selected to participate in the program will be identified to determine if they fall under the Migrant program status. These students will be added to the NGS (New Generation System) which is a web-based interstate information network system that communicates demographic, educational and health data of identified migrant students to educators throughout the nation. This will facilitate student registration in other schools. The La Joya ISD Migrant Department will work closely with all 10 centers to ensure all identified migrant students participating in the program receive services that range from: Migrant Service Coordination, Parental Involvement Strategies and Contacts, Credit Recovery and Accrual to Graduation Enhancement Services.

Bilingual/ESL Services: Students selected to participate in the program and who are identified as ELL will receive any needed and/or required support services by Bilingual Department. Teachers and staff providing instruction to ELL identified students will follow program outline guidelines that characterize an effective school setting:

- ELL students will be held to the same high expectations of learning established for all students
- ELL students will develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading and writing consistent with expectations of all students
- ELL students will be taught challenging content to enable them to meet performance standard in all content areas including reading and language arts, math, science, fine arts, health and PE consistent with those for all students
- ELL students will receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels
- ELL students will be evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition states and cultural background of students and
- The academic success of ELL students will be a responsibility shared by all educators participating in the afterschool ACE program, family and community

In order to achieve these program guidelines, Project Director, Campus Coordinator and selected teaching staff will carefully plan all activities that will be delivered to students during afterschool program to ensure high quality instructions takes place at all times.

How will the program select and retain students:

At the beginning of the school year, Project Director, Campus Site Coordinators & assisting staff, will coordinate to identify and recruit students who are in most need of academic assistance and who based on student data meet the criteria to participate in the program. After analyzing student data, students will be chosen to participate in the program. Students must meet the needs criteria to be selected for participation in the program.

Project Director, Campus Coordinators and assigned staff will then meet with assigned teachers at each school to explain the program and schedule meetings with parents of selected students to engage their support to provide students with services through the ACE program. With the assistance of campus counselor(s), parents will be informed of the academic needs of their students individually (to ensure FERPA) and the benefits of their child attending the after school ACE program. Campus Coordinator will send a letter in English and Spanish to the parents of selected students explaining the projects goals, objectives and benefits, emphasizing the need of support and commitment on the parents behalf to ensure student academic success.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Operations: All afterschool centers are programed to operate 35 weeks including the summer of 2017 during the La Joya ISD summer school program timeline.

The centers hours of operation are scheduled to be as follows:

Fall & Spring Semester Hours of Operation (All Centers): 12 ½ hours per week

Summer 2017 Hours of Operation (HS & Middle Schools): 26 hours per week

Summer 2017 Hours of Operation (Elementary Schools): 35 hours per week

Staffing Allocations:

In order to ensure adequate staffing is available to provide high quality after school activities that are connected to state standards, the following staffing allocations were made for each center:

- | | |
|-----------------------------------|---|
| 1) Juarez Lincoln HS | 6 teachers for after school, and 1 full time Campus Coordinator |
| 2) Richards Middle School | 3 teachers for after school, and 1 full time Campus Coordinator |
| 3) Javier Saenz Middle School | 3 teachers for after school, and 1 full time Campus Coordinator |
| 4) Juan Seguin Elementary | 3 teachers for after school, and 1 full time Campus Coordinator |
| 5) Tabasco Elementary | 3 teachers for after school, and 1 full time Campus Coordinator |
| 6) Emiliano Zapata Elementary | 3 teachers for after school, and 1 full time Campus Coordinator |
| 7) Rosendo Benavides Elementary | 3 teachers for after school, and 1 full time Campus Coordinator |
| 8) Sam Fordyce Elementary | 3 teachers for after school, and 1 full time Campus Coordinator |
| 9) JD Salinas Middle School | 3 teachers for after school, and 1 full time Campus Coordinator |
| 10) Domingo Trevino Middle School | 3 teachers for after school, and 1 full time Campus Coordinator |

Teachers for after school will work in delivery of high quality enrichment activities. One teacher at each campus will be trained through Instructional Technology Partnership to deliver Science, Technology & Math (STEM) Camps enrichment activities such as Robotics, CODING and Engineering. Campus Coordinator will assist in delivery of instruction as needed.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure the safety of all program participants at all times (teachers, students and staff), the following precautionary measures will be in place:

- Students participating in the afterschool program will sign in/out.
- Teachers will take attendance before instructional activities start for the afternoon
- A sign-out form will be by the classroom door for students to sign-out when leaving the classroom to go to restroom or office
- A parent sign-out will be in place at the front office for when parents pick up students.
- A Safety Self-Assessment Survey will be conducted by each Campus Coordinator to ensure the safety of facilities and turned in to Project Director. The Director will address any concerns with the La Joya ISD School Safety Director, Dr. Armando Ocana to ensure all measures are taken to correct any irregularities if any.
- Each center will be provided with a first aid kit by the La Joya ISD Health Services Department which will be located at with the Campus Coordinator within easy access to all teachers providing activities. If budget allows, each teacher will be provided with a first aid kit.

Additionally, to ensure every aspect of student safety is covered, parents of participating students will complete a health survey that documents allergies, medical conditions and medications taken, if any, to ensure students are provided with appropriate and expedited medical assistance in case of an emergency. The parents will also provide emergency contact information to ensure parental contact is easily accessible in case of emergencies.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Planning, Alignment and Quality.

In order to ensure that students participate in meaningful academic content activities that are directly tied to the Texas Essential Knowledge and Skills, selected teachers will plan for the activities to be delivered by the program. Project Director, Campus Coordinators and selected teachers will analyze student data to determine the areas of need of the students. Project Director, Campus Coordinator and selected teachers will review and analyze the following student performance reports from their latest state assessment performance:

- **Item Analysis:** This report lists all test items in numerical order by item and reporting category with the corresponding student expectation or dual expectation. Student expectations are color coded based on type of standard, and results are highlighted representing levels of concern. Teachers will be able to utilize this report to identify instructional areas of need for each participating student.
- **TEKS Performance Report:** The performance on a selected test sorted by the TEKS is shown on this report. The TEKS number and description is listed along with the number of times tested, the weight by percent on the test, and the mastery percentage. This report will ensure teacher will understand the TEKS areas of need of the student and align activities to meet the academic needs of the student.

Students will be exposed to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS) through our partnership between La Joya ISD Instructional Technology Department and the Texas 21st Century Community Learning Centers. Through this partnership, selected teachers will provide students with after school activities and receive hands on training on delivery of STEM Camps (Robotics, Coding and Engineering). These teachers will conduct instructional academies with the students that will focus on 21st century technology skills and computer science technology. It is very important to highlight that through this partnership the grant will gain sustainability by the fact that teachers at each of the campuses will have the knowledge to continue implementation of these types of activities even after the lifetime of the grant cycle. Additionally, teachers will train students on Digital Citizenship, Digital Mobile Tools and Life in the Digital World which highlights collaboration, digital literacy, critical thinking and problem solving strategies. Students participating in these technology activities will have the opportunity to engage and interact with other students as they will form competitions to demonstrate the skills learned.

In order to ensure student academic needs are being met, student data will be reviewed and instruction will be modified accordingly. Students will take benchmarks to determine the level of growth from the last time they took the state assessment to their performance after participating in the afterschool program.

At the beginning of the afterschool program, teachers and students will set academic goals based on their last state assessment performance. They will create a Goals Achievement Tracking Folder where they will graph their performance after benchmarks. Students get to keep the data folder after completion of the grant cycle. A copy of the folder will be kept for grant purposes.

Research shows that "Children in formal programs spent more time in academic activities and enrichment lessons and less time watching television and playing outside unsupervised than other children. They also spent more time doing activities with peers and adults and less time with siblings than did other children. The time that children spent in these activities was correlated with their academic and conduct grades, peer relations, and emotional adjustment" (Posner, Jill 2008).

Having students participate in the afterschool program will ensure they experience academic success, increased grades, and improve behavior, which will lead to grade promotion and eventually high school graduation.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to address the academic and developmental needs of students, specifically those of special populations (ELL, Special ED, At Risk) selected teachers will plan for the activities to be delivered by the program. Project Director, Campus Coordinators and selected teachers will analyze student data to determine the areas of need of the students, thus ensuring their areas of need are addressed, and needs met, during the planning process. Project Director, Campus Coordinator and selected teachers will review and analyze the following student performance reports from their latest state assessment performance:

- Item Analysis:
- TEKS Performance Report:

Students will be exposed to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS) through our partnership between La Joya ISD Instructional Technology Department and the Texas 21st Century Community Learning Centers. Through this partnership, selected teachers will provide students with after school activities and receive hands on training on STEM Camps (Robotics, Coding and Engineering). These teachers will conduct instructional academies with the students that will focus on 21st century technology skills and computer science technology. It is very important to highlight that through this partnership the grant will gain sustainability by the fact that teachers at each of the campuses will have the knowledge to continue implementation of these types of activities even after the lifetime of the grant cycle. Additionally, teachers will train students on Digital Citizenship, Digital Mobile Tools and Life in the Digital World which highlights collaboration, digital literacy, critical thinking and problem solving strategies. Students participating in these technology activities will have the opportunity to engage and interact with other students as they will form competitions to demonstrate the skills learned.

In order to ensure student academic needs are being met, student data will be reviewed and instruction will be modified accordingly. Students will take benchmarks to determine the level of growth from the last time they took the state assessment to their performance after participating in the afterschool program.

At the beginning of the afterschool program, teachers and students will set academic goals based on their last state assessment performance. They will create a Goals Achievement Tracking Folder where they will graph their performance after benchmarks. Students get to keep the data folder after completion of the grant cycle. A copy of the folder will be kept for grant purposes. Through the Texas 21st Century Community Learning Centers program, La Joya ISD proposes to open 10 centers that will provide services to 1800 students at 10 high need locations. Utilization of resources is being maximized to ensure all centers function to their fullest capacity. With that in mind, activities planned for staff and student ratio for the proposed project are 25-1. Opening 10 centers is an ambitious project. Ensuring maximization of staff allocation is crucial. Having a 25-1 ratio will ensure that selected students stay for after school activities approximately two times per week throughout the duration of the project, thus meeting program attendance requirements. Engaging students at risk of dropping out of school will be targeted through specific activities at each center that will be implemented by the Campus Coordinator of the particular campus. Each center has specific needs. Ensuring that the activities address the needs of their students is priority. While activities at the High School campus will be geared towards job preparation skills and what happens after high school graduation, enrichment activities for elementary and middle schoolers will be developmentally appropriate to engage and attract their attention while developing their intellect to ensure academic success by tying the activities to the Texas Essential Knowledge and Skills standards.

In order to provide dropout prevention, in addition to the enrichment activities at the high school level, students will also have the opportunity to work on their credit recovery utilizing the CAL lab (Credit Acceleration Lab) Modules under the supervision of assigned personnel. Through these modules, students will be able to recover classes that they had previously failed thus having an additional opportunity to reach graduation requirements.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family Engagement Specialist

In order to fulfill program requirements and ensure that families are provided with active and meaningful engagement strategies and education opportunities to educate their children, a full time Family Engagement Specialist will be hired. The Family Engagement Specialist position will be filled by a professional with the following educational qualifications and experience requirements:

- Bachelors in education, or related field,
- Strong communication and interpersonal skills,
- Familiar with community and support agencies,
- Work flexible hours to accommodate evening parental engagement activities,
- Experience working in educational, social service, or family support service setting,
- Experience with child dev. and effective parenting techniques,
- Experience working with families of culturally diverse backgrounds,
- Ability to communicate in native language(s) of program recipients

Activities that promote literacy education at the home as well as promote self-actualization and job searching skills will be part of the activities that will be available for participating parents. Through a partnership with the **Local Workforce Development Partnership**, informational meetings/workshops will be held for parents to provide information on:

- Work in Texas Orientation → Job Search Activities → Workforce Development Issues
- Job Readiness for today's Job Market → Labor Market Information → Other Job Readiness

Through this partnership, Workforce Solutions commits to train parent educators in accessing Work In Texas Jobs Database in order to teach them how to educate parents the basics of job search skills such as creating a resume, searching for a job, applying for a job online...etc. This partnership, just like the partnership with Instructional Technology, will create sustainability that will continue after the lifetime of the grant cycle. The Family Engagement Specialist will work collaboratively with the parent educators to ensure implementation at the centers.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will work closely with the Project Director and Campus Coordinators to encourage families to participate in their child's education and strengthen the skills they need to ensure their children's success in school. The Family Engagement Specialist will work in conjunction with the Project Director and Campus Coordinators to coordinate family engagement strategies for all centers included in the grant application.

The following elements are required assurances and must be used for family engagement strategies:

- Maintaining regular communication with all parents regarding the ACE program
- Reaching out to individual parents and developing supportive relationships
- Maintaining a family resource center
- Conducting needs assessments and surveys to determine types of activities families want and need
- Planning, coordinating, and implementing ongoing, consistent activities for families

Additionally, the Family Engagement Specialist will ensure that parents are kept informed about center's activities by ensuring that information is distributed via:

- Channel 17 – La Joya ISD TV Channel that broadcasts free of charge to all communities within the county.
- El Noticiero – Monthly print publication by La Joya ISD that is distributed to close to 30,000 students as well as placed in local businesses and available on district's website.
- ParentLink – Campuses at La Joya ISD have access to The ParentLink phone system that delivers phone messages via phone and text to parents.
- Social Media: Facebook <https://www.facebook.com/lajoyaisd>, Tweeter <https://twitter.com/lajoyaisd>, Channel 17 Live Feed: <http://www.lajoyaisd.com/feed/>, YouTube: <https://www.youtube.com/user/LaJoyaISDKLJSTV17>

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-912**

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address.

The purpose of the 21st CCLC program is to assist students in meeting state and local academic achievement standards in core subjects such as reading and mathematics by providing the students with opportunities for academic enrichment activities and appropriate supplemental activities during non-school hours. Through the opening of 10 community learning centers at our most critically in need schools, La Joya ISD aims to provide students with the opportunity to achieve academic success. Centers will be opened at the following high need locations:

- | | |
|-----------------------------------|---|
| 1) Juarez Lincoln HS | 365 Students scheduled to receive services after school |
| 2) Richards Middle School | 167 students scheduled to receive services after school |
| 3) Javier Saenz Middle School | 160 students scheduled to receive services after school |
| 4) Juan Seguin Elementary | 156 students scheduled to receive services after school |
| 5) Tabasco Elementary | 150 students scheduled to receive services after school |
| 6) Emiliano Zapata Elementary | 160 students scheduled to receive services after school |
| 7) Rosendo Benavides Elementary | 150 students scheduled to receive services after school |
| 8) Sam Fordyce Elementary | 150 students scheduled to receive services after school |
| 9) JD Salinas Middle School | 173 students scheduled to receive services after school |
| 10) Domingo Trevino Middle School | 169 students scheduled to receive services after school |

Campuses selected to open a center have been identified as high need due to low student academic performance, economically disadvantaged status and high ELL population served and other factors that place students at risk such as high mobility rate.

Activities proposed throughout the project are geared to address the needs of working families by having centers open after school. Working parents will be able to attend these activities and actively become involved in the educational process of their children. Through participation in activities such as Technology Literacy with your Child, Fine Arts Enrichment Classes, Parenting Seminars and more (see list below), parents will be able to form meaningful connections with their children that will go beyond the classroom and into their home.

The following activities are intended to provide academic enrichment geared towards student success and family engagement:

- Monday – Friday: Instructional Coaching for Success (Tutoring, Credit Recovery Lab and/or Homework Assistance)
- Monday – Friday: Fine Arts Enrichment Activities ... Guitar, Painting, Dancing...etc.
- Monday-Friday: Fitness and Healthy Habits (nutrition programming) Alternating Activities...Zumba, Sports...etc.
- Monday – Friday: Technology Literacy – Learn Technology with your Child
- Monday – Friday: STEM – The Hour of Code Technology Learning
- Monday – Friday: Parenting Seminar Classes Assigned dates with collaboration of Parental Involvement & Social Workers

These activities do not supplant current activities being offered at the campuses but are intended to be supplemental in nature. Students will be provided with after school transportation every day centers are in operation (Monday to Friday). Budget allocation was strategically reviewed to ensure transportation was scheduled for every center the 35 weeks of operation. Additional key resources that will be utilized for the successful implementation of the Texas 21st Century Community Learning Centers Grant are our partnerships to be formed with the high schools and early college high schools organizations Student Council, and National Honor Society, which will help mentor and tutor the students in the program. These students will earn community hours and will receive a certificate indicating the hours completed at the end of the 35 weeks of operations. Mentoring students will be selected from 12th graders that have early release and provide their own transportation to the centers.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 108-912		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-912**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-912**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-912**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-912**

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School ParticipationCounty-District Number or Vendor ID: **108-912** Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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On this date:

By TEA staff person:

Schedule #19—Private Nonprofit School Participation (cont.)County-District Number or Vendor ID: **108-912**

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☐ Public school

 ☐ Private nonprofit school

 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day

 ☐ Before school day

 ☐ After school day
☐ Summer vacation ☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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